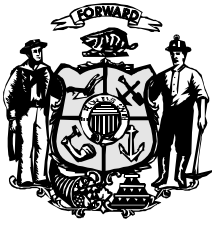




Health and Safety



TOMMY G. THOMPSON

Governor State of Wisconsin

Dear Member of the Child Care Community:

I am pleased to share the 1999 - 2001 biennial budget I signed into law contains several provisions that positively impact the lives of many Wisconsin families. I recognize the quality of child care services in Wisconsin is dependent upon the quality and stability of the child care workers who are caring for our children. Your dedication to serving our children and families has contributed to Wisconsin being named one of the top ten states for child care by national experts for the last seven years.

However, child care is primarily a private enterprise. Government should not set wages and prices in the private market. My administration has worked to ensure that when the government reimburses child care providers for services, the reimbursement levels are fair and equitable. We have also instituted grant programs for quality improvement and staff retention in child care programs.

The budget includes several initiatives to make the child care subsidy program available to more families with lower co-payment requirements. In addition, the budget includes several programs to increase the quality of child care through the state. I am proud to highlight improvements and expansions in child care programs and services. This budget:

- Expands child care subsidies eligibility from 165 percent to 185 percent of the federal poverty level.
- Drops the assets limit for child care eligibility purposes.
- Provides child care assistance dollars for parents with disabled children between 13 - 18 years old.
- Reduces the maximum child care co-payment from 16 percent to 12 percent of a family's gross income.
- Adjusts the eligibility income test for farmers or self-employed individuals to reflect net income rather than gross income.
- Lowers the child care co-payment for eligible participants working part-time.
- Maintains the child care co-payment during an individual's first month of employment at the level paid during the last month under a W-2 subsidized employment position.
- Increases funding for Child Care and Referral agencies to strengthen their efforts to provide information for consumers and to improve the supply of quality child care.
- Expands Head Start slots to serve more children from low-income families.
- Strengthens licensing and certification efforts to protect the health, safety and development of our children.

The budget also includes \$15 million over the biennium to develop five or more state-of-the-art Early Childhood Excellence Centers across Wisconsin. These centers will provide a rich, stimulating environment and programming to ensure children under age five reach their full potential. The centers will also provide training to interested child care providers and parents on how to ensure positive child development.

Improving the purchasing power of thousands of low-income families who need child care in order to work should increase the supply of fee-paying customers and help to stabilize child care programs across the state. Maintaining the health and safety of all Wisconsin families remains a priority of my Administration. The funding provided in the biennial budget for child care will assist more Wisconsin families as they climb the economic ladder. Again, thank you for your efforts in helping Wisconsin raise Better Badger Babies.

Sincerely,

A handwritten signature in black ink that reads "Tommy G. Thompson".

TOMMY G. THOMPSON
Governor

Building Resiliency

Remember the glowing national picture of health that was broadcast with the Olympics from Norway several years ago? Whole families spent those days on snow-bleachers watching the sports games in extremely cold temperatures. How could they do that and not become ill? They had had years of building up a relationship with the outdoors. From infancy, they spent hours out of doors every day, rain or shine. First merely breathing outside air while napping in their buggies, later dressed in layers of cotton, wool, water- and wind-proof coveralls, and waterproof boots, children regard the outdoors as their territory. When they start school, they play outside between every class and eat their lunches outside. Schools have pavilions designed for outdoor relaxation periods in rainy or snowy weather that even older high school students escape to between classes.

Health skills that serve children well throughout life can also be called "resiliency" skills, for both physical and mental health complete this picture. Helping children develop habits for life can be fun. There is a magic elixir that solves mental health imbalances in child care centers which is available to all centers, regardless of status! It is called fresh air! It is as necessary to children as a balanced diet. And child care providers benefit from it as well.

We must not merely react to the weather, treating it like a crisis. We live in a northern climate. We will have many days of cold, snow, rain, wind and muddy weather. Too often, however, adults make excuses for not making the effort it takes to dress children and move outside. Too often parents do not equip their children with appropriate clothing for extended outdoor play. Yet many of the behavior, sleep and eating problems that occur in childhood disappear when several hours of hearty outdoor play have occurred during the day. Dr. Karen Cachevski Williams of the University of Wyoming, an outdoor play researcher, says, "Children up to age 7 need half of their day in motor play. Children learn best when they can explore their environment in an active way."

We also know that school-age children need a change of pace and lots of movement activity after the confinement of a classroom all day. By planning for this motor activity to take place outdoors, we minimize the risks and hassles of adapting the

inside environment; it is easy to move traditional inside activities outside and clean up is quick and easy. Besides fewer play problems, other pluses include the ability to have private conversations and observation opportunities, multiple textural experiences and contact with nature. Winter or summer, we are obligated to prepare activities and children for contact with the outside environment. We are obligated to prepare ourselves!



Lumped together, "health" and "safety" sound like we are repeating ourselves sometimes. But where "safety" meets the urgent need to protect children, like chain link fences against traffic and mittens against cold, "health" means an ongoing protective and preventive attitude toward well-being. By looking at our daily operation as a long-term philosophy, we teach health skills just by living them.

-Lita Kate Haddal, editor

Table of Contents

Editorial.....	3
Office of Child Care News.....	4
Health Collaborations.....	4
News & Views.....	7
Articles to Keep.....	11
Books to Borrow.....	20
Audiovisual Materials.....	23
Resources Elsewhere.....	26
Ideas.....	27
Ordering Information.....	28

The Wisconsin Child Care Information Center is a project sponsored by the Office of Child Care, Bureau of Work Support Programs, Division of Economic Support, Wisconsin Department of Workforce Development
Child Care Information Center staff:
Cathy Weiss, mail distribution
Glenna Carter, librarian
Linda Bather, circulation librarian
Lita Haddal, editor, child care specialist

Safe Child Care Campaign

I am pleased to announce the Safe Child Care materials campaign which the Office of Child Care is kicking off. The Child Care Information Center has taken the lead in developing packets of materials to be provided to certified child care providers across the state. The materials include information on health and safety concerns, information about brain development, first aid kits, smoke detectors, safety plugs and latches, and many other materials to help improve safety and child development in certified child care settings. Certified settings are typically small family day care homes which are not required to be licensed, but which are reimbursed with public funding. Local county and tribal certifiers received the materials. They will decide how best to use the materials with new and existing certified child care providers. The new budget continues funding for this program through the next two years, as proposed by Governor Thompson.

*Dave Edie, Director
Office of Child Care*



Child Care Health Consultant Network in Wisconsin

by Colleen Cantlon,
Maternal and Child Health

What is the most frequent source of tension between parents and child care providers?

It is conflict over whether a mildly ill child can remain in child care and disagreement about when a child recovering from an infectious illness may return to the usual child care arrangement.

In Wisconsin, individuals other than their parents care for over 300,000 young children while parents are employed. Approximately 165,000 of these children are in the care of licensed or certified child care programs and providers, with the remainder cared for by relatives, friends or informal caregivers.

Even with adequate health supervision, infants and toddlers get ill frequently. Young children experience 6-10 episodes annually of mild illnesses each lasting from 3-7 days. On average, children are sick 6 days, have 4 days of restricted activity, and 3 days of bed rest per year.

What is "Healthy Child Care America?"

It is a nationwide effort to connect the health community with the child care community sponsored by the U.S. Department of Health and Human Services. By linking child care providers, families and health professionals together to promote the healthy development of children in child care settings, children will be assured access to needed preventive health services in a safe, healthy environment. The goal is to bring health consultants to day care centers to help day care staff and parents recognize and deal with children's health issues.

What is a child care health consultant?

A child care health consultant is a doctor or nurse with knowledge of child development who also has had specialized training in health issues that impact children. Children may have special health needs because they are in child care and because the normal stages of development require special attention.

Does this mean a doctor or nurse will be visiting child care centers?

Yes, that is one of the goals and this would be wonderful. If, however, a health professional is not able to visit the child care center, they may be available by phone to discuss health issues with the child care provider. Many child care professionals receive extended training in health issues and they can also serve as advisors and links to direct services from doctors and nurses.

How do I contact them to invite them to my center?

The state networks of resource and referral agencies and public health departments are working together to develop a structure to help assure all child care providers will have a health care consultant with whom to work. Certain agencies may function as “hubs” from which these services can be requested.

What specific benefits will a network of consultants have for children?

Listed below are some of the potential benefits of establishing a statewide child care health consultant network:

Increased Immunization Rates: Completed immunizations of all children have been a national health goal for some time. Child care settings are important access points, because they are “where the children are” and convenient places to conduct health screenings and provide immunizations as well as ongoing educational programs.

Improved Child Health Promotion Efforts: Child care settings present opportunities to promote and increase access to comprehensive health screenings; dental, vision, and hearing screenings; evaluation and referrals for lead poisoning and baby bottle tooth decay; outreach services for Medicaid and BadgerCare (Child Health Insurance Program) as well as assistance in connecting to other statewide services, such as grief counseling following a SIDS death; and, perhaps most important, a medical/health “home” for comprehensive primary health care services.

Improved Childhood Nutrition: Nutrition is one of the three priority topics child care providers want additional education and consultation about. Health care professionals can help link child care providers with nutrition experts. Child care providers play an important role in improving the nutritional status of children by providing healthy, well-balanced and age-appropriate meals that help children grow, think more clearly, explore more eagerly, and develop language and social skills.

Lower Rate of Childhood Injury: Children must be protected from hazards and potential injuries. Health and child care providers working closely together can share information and training with staff and parents on injury prevention, creating safe areas for play, providing age-appropriate toys and dealing with emergencies. Regular electronic updates from the Consumer Product Safety Commission are available for child care and health professional staff.

Prevention and Control of Childhood Communicable Diseases: Children must be protected from potentially serious communicable diseases such as measles and meningitis. Health care professionals can provide training for child care workers on how to prevent the spread of disease and illness in child care settings, including information on proper sanitation and hygiene procedures. These efforts can help to reduce the spread of infectious disease.

One effort may have already reached you; the Exclusion Guidelines for Children and Staff in Day Care Settings was distributed in a laminated version to all licensed group and family child care agencies in Wisconsin. A second project underway is a curriculum on communicable disease and safety in child care settings developed by the Healthy Children in Child Care Program that could be easily replicated statewide.

Improved Access to Quality Child Care for Children With Special Health Care Needs:

Families of children with special health care needs have great difficulty in finding safe, appropriate, and affordable child care. Many times child care providers are unable to provide care for children due to lack of training about the children’s health needs. Health care professionals can provide training and technical assistance and support staff to assure that child care settings are able to meet the potentially complex medical needs of such children.

According to a study prepared by the Milwaukee Planning Council for Health and Human Services and released by 4C Community Coordinated Child Care, only 12% of the child care sites (both group centers and family providers) in the study identified themselves as having an “inclusive care focus.” Less than 50% of all child care providers have experience with each type of special need and only 38% of providers have wheelchair access. Child care providers/workers deserve to be trained so they feel comfortable caring for such children and to have a health professional available to them for consultation.

This past summer, the Wisconsin Child Care Improvement Project (WCCIP) sent a team to a “train the trainer” program for health consultants in North Carolina. Wisconsin team members include Anne Carmody from the Bureau of Regulation and Licensing, Alice Baldini from the WCCIP, Kelli Jones from the Division of Public Health and Jackie Strand from the Child Care Resource and Referral (CCR&R) Network. This team is discussing a long-range plan to train child care health consultants and set up a statewide network. These child care health consultants would be available to collaborate with child care providers and related agencies on the health areas discussed earlier as well as additional assistance that could be arranged on a local level.

The Maternal and Child Health Program and WCCIP have received notice that an additional three years of funding will be available to help us achieve this goal. A workgroup represented by CCR&R, WCCIP, Bureau of Regulation and Licensing, public health, private health providers, state Office of Child Care, W-2 agencies and the State Medical Society will oversee the growth of the child care health consultant network statewide.

Please contact Colleen Cantlon at (608) 267-9300 or Jane Whitacre at (608) 278-9716 if you would like additional information.



Support for Children With Special Health Care Needs

by Susan Landers-Lynch
Program for Children with Special Health Care Needs

Five regional Children with Special Needs Centers will be funded and located in each Wisconsin Division of Public Health Region. The goals of the centers are to:

- Provide information, referral, and follow-up services so that all families of children with special health care needs and providers residing in the applicant's DPH region have access to complete and accurate information.
- Promote a parent-to-parent support network to assure that all families have access to parent support services and health benefits counseling.
- Increase the capacity of local health departments and other local agencies, such as schools, to provide service coordination through education, training, and ongoing technical assistance.
- Work to establish a network of community providers of local service coordination.
- Initiate formal working relationships with local health departments and establish linkages to identify, refer, and negotiate local service coordination.

The agencies selected to provide these services are:

- Children's Hospital of Wisconsin, Southeastern region
- St. Vincent's Hospital of Green Bay in partnership with Children's Hospital of Wisconsin, Northeastern region
- The Waisman Center, Southern region
- The Family Resource Connection in Rhinelander, Northern region
- Chippewa County Health Department, Western region

The first half of the year 2000 will be spent in planning service delivery. The centers should be ready to accept calls after July 1. In the meantime, questions can be directed to the Program for Children with Special Health Care Needs, (800) 441-4576, or First Step, (800) 642-STEP(7837).

News & Views

“Celebrate Children” License Plate

A Big Hit

by Barbara Anderson, Communications Director
The Children’s Trust Fund

MADISON- Wisconsin motorists celebrate children by displaying a colorful new license plate on their vehicles. The license plates, which feature a “kindred spirit” design adapted from original artwork created for the Children’s Trust Fund, became available in mid-January, 1999 from the Wisconsin Department of Transportation (WisDOT).



“I am thrilled with the response we have been getting for the Celebrate Children license plate,” said Nadine Schwab, Executive Director of the Children’s Trust Fund. A portion of license plate sales will be invested in the Children’s Trust Fund, which funds programs aimed at the prevention of child abuse and neglect.

“Each person who owns a Celebrate Children license plate sends the message that Wisconsin’s children are important,” said Schwab.

“We realize that parenting is a challenging responsibility,” added Schwab. “The Children’s Trust Fund helps parents meet these challenges by providing funding for parenting education and support programs throughout the state. With the purchase of these license plates, Wisconsin residents are supporting our role in helping to build strong families.”

The Children’s Trust Fund, which is administered by the Child Abuse and Neglect Prevention Board, was created by the state legislature and the Governor in July 1983 as a way to fund community programs designed to prevent child abuse and neglect. A total of 17 Family Resource Centers and 21 community-based family support programs receive funding from the Children’s Trust Fund.

The Children’s Trust Fund works to increase awareness of child abuse and neglect issues. It has distributed over 100,000 *Positive Parenting: Tips on*

Discipline booklets and 20,000 *Positive Parenting: Tips on Fathering* booklets. It has also distributed over 30,000 positive parenting videos to libraries, hospitals, and social service agencies. In addition, the Children’s Trust Fund board and staff advocate for Wisconsin children and families by recommending to state officials policy or budget changes needed to reduce the problems of child abuse and neglect.

Regular or personalized plates are available for automobiles, motor homes, and small trucks. Special Celebrate Children plate applications are available at WisDOT Division of Motor Vehicles’ five-day customer services centers, Emission Inspection Stations, by calling the Children’s Trust Fund at 608/266-6871, or downloaded at www.dot.state.wi.us/dmv/child.htm.

The Celebrate Children plates costs \$15 when first issued, plus an annual \$20 tax-deductible donation to the Children’s Trust Fund, and the usual registration fee. A personalized plate costs an additional \$15 annually.

A “Stylish” Approach to Head Lice...

from *Pediatric News*, September 1999

Head lice continue to be a frustrating problem, and getting rid of them has become even more difficult in the last few years because many lice have developed resistance to medications that are commonly applied to children’s hair. Many parents have searched for alternative approaches that would be both effective and safe for children. Instead of poisoning lice with medications, some have suggested simply smothering them, and to do this people have recommended applying petroleum jelly (Vaseline and other brands) to the child’s hair, covering the hair with a shower cap overnight, and removing the Vaseline the next day. Of course the problem with this approach is removing the Vaseline! Other products, such as mayonnaise, may also work, but Dr. D. M. Elston of Brooke Army Medical Center, Fort Sam Houston, Texas, recommends putting Dippity Do styling gel on the child’s hair and covering it overnight with a shower cap; he says it works well, and because it is water soluble, it rinses out easily.

Reprinted from *Child Health ALERT*,
P.O. Box 610228, Newton Highlands, MA 02461

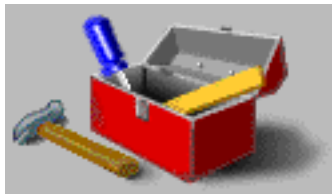
News & Views

Inclusive Child Care Tool Box

by Jane Penner-Hoppe
WCCIP

The Mobilizing Partners for Inclusive Child Care Project of the Wisconsin Child Care Improvement Project (WCCIP) is happy to announce the completion of the "Opening Doors: Keys to Inclusive Child Care" Tool Box. The box was prepared by the Wisconsin Child Care Resource and Referral Network with support from the WCCIP Mobilizing Partners Program. The model for this product was an "Inclusion Tool Kit"

first developed by the Bananas Child Care Resource and Referral Agency in Berkeley, California, and has been



reproduced with their permission. The purpose of the Wisconsin Tool Box is to have several resources in one reference box for the state's 17 CCR&R agencies to share with child care providers and parents of children with special needs. You will find a range of information including resources for families and child care providers working to increase the amount of care for children with special needs, information on the Americans with Disabilities Act (ADA), and practical advice and support for providing inclusive child care environments. Information is organized in the following sections:

- Keys to Understanding Inclusive Child Care
- Leveling the Playing Field - Keys to Creating Opportunities for All
- Trouble Shooting: Identifying Children Who Have Special Needs
- Keys to Locating Resources for Parents and Providers
- Keys to Communication Strategies with Parents
- Practical Tips: Implementing Inclusion
- Finding and Using Print and Audiovisual Resources
- Play and Learning Materials

A tool box will be available in all of the state's 17 Child Care Resource and Referral agencies, at 1-888-713-KIDS, and the counties not home to a CCR&R (55). CCIC will also have a copy. To find out more about the Mobilizing Partners project, contact Jane Penner-Hoppe at 608-294-8787.

New Training Model

by Dr. Patricia Ragan Anderson
UW Early Childhood Coordinator

GREEN BAY- The University of Wisconsin-Green Bay has developed a unique early childhood teacher training model that prepares pre-service teachers to do work with diverse young children and their families and to provide that training within a community-based early childhood center and nearby public school classrooms. Students spend the bulk of their time in centers, do class work on the computer, and are evaluated on demonstrated competencies. Future teachers learn from early childhood professionals and a Master Mentor Teacher in the field, and the UW-Green Bay faculty. Program development is being funded by a \$166,000 grant from the Department of Education.

Crayon Danger

Some crayons produced in China contain lead and could cause lead poisoning in children. In 1994, the Consumer Product Safety Commission put out a recall order for a number of crayon brands. They recommend throwing old crayons out and purchasing only crayons and children's art materials that have the label "Conforms to ASTM D-



Product Recalls

The State of Illinois has recently made it mandatory for all licensed providers to stay abreast of the product recalls posted by the Consumer Products Safety Commission. This may be something Wisconsin providers will have to do in the future. In any case, it is a good idea to learn how to inform yourself of product dangers to the children you care for. To find these recall listings, use the Internet address: <http://www.cpsc.gov/>. You can also find the linkage to the CPSC site at the CCIC website: <http://www.dpi.state.wi.us/ccic>. If you do not have a computer, visit your public library and ask for assistance from your librarian. Most Wisconsin libraries have Internet access services.

News & Views



There's No Excuse for Antibiotic Overuse!

By Paula Keller, MPH

It's that time of year when everyone seems to be getting sick. Colds, the flu, ear infections—you name it,

somebody has some type of upper respiratory illness. However, antibiotics aren't always the answer. Why?

Many common upper respiratory illnesses—like colds, the flu, and most coughs and bronchitis—are caused by *viruses*. What's the best cure for a virus? Time. Our bodies fight off most viruses in 1-2 weeks without help from medicines. Antibiotics won't help children get better when they have a virus, because antibiotics don't kill viruses.

You can help kids feel better by:

- Giving saltwater nose drops 4-5 times a day,
- Raising the head of the crib/bed 4-6 inches,
- Making sure they get plenty of rest,
- Giving plenty of fluids like hot soups, water, or juices, and
- Using acetaminophen or ibuprofen for fever or pain.

But, viruses aren't the only germs that can make children sick. Some upper respiratory illnesses—like strep throat, many ear infections, and sinus infections—are caused by *bacteria*. Antibiotics help children get well when they have bacterial infections, because antibiotics kill bacteria.

It's really important to use antibiotics only for bacteria. Why? Doctors have learned that when antibiotics are overused, bacterial germs can develop ways to fight off the medicine. These germs are called "antibiotic-resistant bacteria" or "superbugs". "Superbugs" can make illnesses harder to cure and last longer. They can also be spread to friends, family, and other children in child care.

Because "superbugs" are becoming more common, doctors need to be much more careful about how they use antibiotics.

How can child care professionals help prevent antibiotic overuse?

- Review your infection control practices—especially handwashing, environmental cleanliness, sanitary food handling, and appropriate diapering procedures.
- Maintain health records (illness records, immunization records).
- Talk to health professionals or health consultants in your community about ways to improve your infection control practices.
- Inform parents about the differences between viruses and bacteria, and the problem of antibiotic resistance, through your newsletters and parent meetings.



Together with parents and the health care community, you can help keep our children safe and healthy in child care, and help reduce antibiotic overuse.

There's no excuse for overuse!

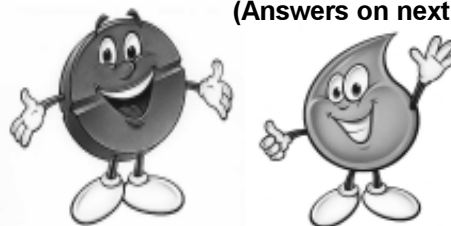
For more information, log onto www.wismed.com.

Antibiotic Q and A

Test your antibiotic IQ! (Answers below)

1. True or False: Antibiotics (like penicillin or amoxicillin) cure coughs, colds, flu and sore throats caused by any kind of germ.
2. The common cold is caused by a) bacteria, b) a virus, c) both bacteria and viruses.
3. If you have a virus (such as bronchitis or a cold), taking antibiotics will a) help you get better faster, b) make no difference in how long it takes you to get well, c) increase the chance that you will become infected with "antibiotic-resistant" bacteria (superbugs).
4. True or False: Taking antibiotics when you don't need them can make them less effective when you do need them.

(Answers on next page.)



Quiz Answers:

1. False. Antibiotics only work on illnesses caused by *bacteria*—like strep throat, sinus infections, and middle ear infections. Antibiotics can't cure illnesses caused by *viruses*—like colds, flu, coughs and bronchitis.
2. B. A virus.
3. B and C. Antibiotics aren't designed to kill viruses, so taking them when you have a cold or bronchitis will not help you get better faster. Even worse, using antibiotics when they aren't needed increases your chance of getting an infection with "antibiotic-resistant bacteria".
4. True. When antibiotics are used when they aren't needed, bacteria can develop ways to fight off the medicine. These germs are called "antibiotic-resistant bacteria" or "superbugs," and can cause illnesses that are much harder to cure.



***Fear and hope are alike underneath.
-Richard Ford.***

Grants for Appliances!

by Jim Mapp
Energy Analyst
Wisconsin Energy Bureau

MADISON- The popular grants program for the purchase of energy efficient appliances has been improved. This popular program has received additional state funding and the application process simplified. Any state licensed child care provider can receive up to \$600 for the purchase of Energy Star qualifying appliances. Energy Star is a label for the top 20 percent of the most efficient appliance models on the market today.

Replacing your old inefficient appliance will save you money on your utility bills, help the environment and get you a new appliance! Also, in saving on your utility bills, you can help keep your costs down and devote more resources to your children.

By purchasing qualified high-efficiency appliances, you can receive the following cash awards: (up to \$600 per provider)

•Freezers	\$100
•Dishwashers	\$100
•Refrigerators	\$300
•Clothes Washers	\$300
•Upgrading gas water heaters	\$200
•Converting electric water heaters to gas	\$200
•Converting electric dryer to gas dryer	\$200

If you have participated in the program previously but have not received your full \$600, you can apply for more appliances. You could apply for a refrigerator, gas water heater and a dishwasher or any other combination that totals \$600.

This improved program will help you:

- Apply and have money set aside for you when you complete your purchase.
- Locate energy efficient appliance brands and model numbers in your area that qualify for this program.
- Assist in financing if you need additional money through their Efficiency Connection Loan Program if you call toll-free at 1-800-583-5869.

To apply for this program, receive an appliance list, or to find out more information, call CSEEAP toll-free at 1-888-476-9548 or 608/ 249-1135.

Articles to Keep

Sanitation and Hygiene

1. **Self-adhesive handwashing chart.** *Child Care Information Center*, 1999. Pictures guide children to use correct handwashing steps. Waterproof and movable cling on.
2. **The way we wash our hands.** Barbara F. Backer. *First Teacher*, May/June 1997. How one teacher focused on handwashing with her class and improved attendance by lowering the amount of illness in the group. Includes a postable “recipe for clean hands”.
3. **Clean hands.** *Scholastic Early Childhood Today*, November/December 1997. Talk about when and how to wash hands with children. Cartoons depict the procedure.
4. **Promoting healthy habits.** *Totline Newsletter*, May/June 1996. Hygiene activities for children: sequence cards for children to arrange in order and songs about handwashing.
5. **Teaching basic health and safety skills.** Karen Stephens. *First Teacher*, May/June 1997. Teaching toothbrushing, sanitation, and prevention to children is done best by modeling the desired behavior. Keeping hygiene visible in the daily routine is discussed.
6. **Disease fact sheet series: Hand washing.** [On-Line]. DHFS. What types of diseases does good handwashing prevent and what are the 4 simple steps to keeping hands clean? Available at <http://www.dhfs.state.wi.us/healthtips/BCD/Handwashing.htm>
7. **Illness prevention steps.** [On-Line]. Bacteria and viruses have difficulty growing in clean, dry and well-ventilated environments. This packet of tips sheets addresses disinfecting play areas, bathrooms, toys, kitchen and food safety. Includes a simple handwashing song and explains the difference between sanitizing and disinfecting. Available at <http://www.clorox.com/childcare/main/illness.html>
8. **Keeping healthy: Parents, teachers, and children.** NAEYC. Brochure showing picture guide to diaper changing, bleach solution mixing instructions, areas to sanitize in the center and frequency recommended. Also reminders of distances to maintain between cots and airing out of rooms as precautionary steps to take in preventing the spread of illness in child care centers.
9. **Environmental impact of household bleach.** [On-Line]. Difference between household bleach and chlorine. Available at <http://www.clorox.com/environment/envimpst.html>
10. **Facts about bleach.** [On-Line]. Available at <http://www.clorox.com/health/blchfact.html>
11. **Laundering cloth diapers.** Marjorie Sohn. *Family Day Care Connections* (4)1, 1991.
12. **Using sunscreen and diapercreams in child care settings.** Susan S. Aronson. *Child Care Information Exchange*, July 1992.
13. **Early childhood safety checklist: Kitchen and food preparation and storage areas.** Susan S. Aronson. *Child Care Information Exchange*, January 1994.
14. **Young families newsletter.** Nancy Boatmean. February 1999. UW-Extension. This entire newsletter deals with food safety: purchasing, storing, cooking, serving, and reheating. Cold storage chart tells how long items can remain in the refrigerator and freezer before spoiling.

Contagious Illnesses



15. **Immunization news.** Susan Aronson. *Child Care Information Exchange*, September 1999. Immunization dose schedules were changed in July 1999. How to use the immunization dose counter that determines when a child is due for a vaccine. Why changes were made in the schedule.
16. **Immunization dose counter.** American Academy of Pediatrics. This device has a sliding panel to line up with a child's age in determining how many doses of each vaccine type a child should receive by that age.
17. **Dr. Seuss poster.** National Immunization Program, Centers for Disease Control and Prevention. Immunization reminder with illustrations from Dr. Seuss books.
18. **What you should know about...Head lice in the child care setting.** The ABC's of Safe and Healthy Child Care. DHHS, US Public Health Service, Centers for Disease Control and Prevention. Available <http://www.cdc.gov/ncidod/hip/abc/abc.htm>
19. **Ringworm.** Susan S. Aronson. *Child Care Information Exchange*, May 1996. Ringworm is not a worm but a fungus that tends to get spread easily in child care settings. Different types of ringworm infect different parts of the body,
20. **Health & safety tips: Daily health checks.** National Resource Center for Health and Safety in Child Care. [On-line]. Providers should always look for changes in a child's appearance and behavior as indicators of a change in the child's health. Available <http://nrc.uchsc.edu/health2.htm>



Chronic Illnesses



21. **Understanding childhood diabetes.** *Scholastic Pre-K Today*, March 1993. With proper care, children who have diabetes can participate fully in your program. How children get diabetes, what the symptoms are, treatment, and what an insulin reaction looks like, are some of the questions this article answers as well as providing useful contacts information.
22. **Seizure recognition and first aid poster.** Epilepsy Foundation of America. This bright, colorful poster describes several common types of seizures and how the teacher or child care staff should respond. Also included, 1999 addresses and contacts for Wisconsin Regional EFA Affiliates.
23. **Update on asthma.** Robert Needlman & Gloria Needlman. *Scholastic Early Childhood Today*, March 1997. Identifies what triggers attacks and the most used medications.
24. **Meeting the health needs of children with asthma.** Susan S. Aronson. *Child Care Information Exchange*, January 1995. This can be an acute problem and preparation with a special care plan can help avoid emergencies.



Emergencies

25. **Keeping children safe! 9-1-1-: What is your emergency?** Robert W. Cobb. *Early Childhood News*, July/August, 1997. Explains how 9-1-1 works and how to teach preschoolers to use 9-1-1 in an emergency.
26. **Early childhood safety checklist - #1: Emergency preparedness.** Susan S. Aronson. *Child Care Information Exchange*, September 1993. Prepared for the American Red Cross, the list addresses emergency procedures specific for child care situations.
27. **Poison control: What you must know to safeguard – and save – your child.** *Parents*, October 1999. 1 million children under five years of age are poisoned every year. Here are important steps that can save vital minutes when seeking help. Also includes list of hidden poison hazards.

28. Advanced planning never hurts. The following documents can assist providers in finding alternative services in the event of phone, electrical, water or gas outages due to natural or manmade disasters, and can also be accessed at: <http://www.redcross.org/wi/badger>

Emergency preparedness guide: Checklists to help you prepare for emergencies.

McFarland Community Preparedness. 1999. This is not only for facilities designed for child care, but also owned or rented homes.

Safety disaster supplies kit. American Red Cross. 1998.

State of Wisconsin – County and municipality emergency management directors list.

Contact information and map of service areas.

29. **First aid for head injuries.** *Scholastic Parent & Child*, Spring 1995. A guide for determining when a commonplace bump is serious and needs medical attention.
30. **Health & safety: First aid for burns.** *Scholastic Early Childhood Today*, October 1996. Illustrated page with instructions a child can understand to stop, drop and roll if on fire.
31. **Are you involved in a risky business? Liability and insurance grab bag.** Abby J. Cohen. *Child Care Information Exchange*, May 1999. When a child is injured in your center, you are open to claims of inadequate supervision. Avoiding injuries is the first order of business; select dedicated staff, maintain proper cushioning under equipment, and select playground equipment with care. The article also addresses a variety of liability concerns, i.e., transportation, sex offenders in the neighborhood, performance of specialized health procedures by staff.
32. **Consumer's guide to day care liability insurance.** Office of the Commissioner of Insurance. 1997. Brochure. Updated list of insurance companies that provide insurance for child care providers. Also accessible on the Internet at: http://badger.state.wi.us/agencies/oci/oci_home.htm
33. **Liability insurance and the family day care provider.** North Central Regional Extension, July 1993. If a claim is filed against a provider, three different types of financial losses are possible: medical expenses, damages awarded to the victim or his/her family after a lawsuit, and court costs related to the provider's defense. This publication explains many insurance terms and answers common questions about purchasing liability insurance.
34. **Health insurance for working families.** DHFS. Find out if you are eligible for Wisconsin's own BadgerCare. Brochure available in English, Spanish and Hmong.

Car Safety

35. **Rules of the road for transporting children.** Bruce Hooker & Kentin Gearhart. *Child Care Information Exchange*, September 1999. This article discusses what child care center transportation and vehicle use policies should include: driver qualifications, vehicle maintenance, seatbelts, ongoing driver education.
36. **Merrily we roll along.** Janet Brown McCracken. NAEYC brochure. 1999. Children can get restless strapped into seatbelts on car journeys. This brochure has activity ideas for traveling with children and reminders of safe ways to play in the car.
37. **Protect your kids in the car.** U.S. Dept. of Transportation, National Highway Traffic Safety Administration. 1997. Parent take-home page informing them that the safest place for children under 12 years of age is in the back seat.
38. **Are you using it right?** U.S. Dept. of Transportation, National Highway Traffic Safety Administration. As many as half of the child car seats used today are installed incorrectly. This brochure shows photos of correct use.

Safe Environments

39. **Children and firearms.** American Academy of Child & Adolescent Psychiatry. [On-line]. Every day 10 American children under age 18 are killed by handguns. Many times they are killed by other children, imitating what they have seen on television. Available <http://www.aacap.org/publications/factsfam/firearms.htm>
40. **Eleven ways to keep children safe at your center.** Richard Carr. *Early Childhood News*, July/August 1997. 7,000 children were taken from child care centers without authorization in 1999. Hundreds are still missing. It is crucial that staff be trained to protect children.
41. **Keeping track of children.** *Scholastic Early Childhood Today*, August/September 1994. Procedures for supervising groups of children at times when there is less structured programming, i.e., drop-off and pick-up times, field trips, playground time.
42. **Smoke is poison and more on clean sand.** Susan S. Aronson. *Child Care Information Exchange*, July 1993. This article includes a recipe for disinfecting sand and guidelines for the procedure. On a different topic, the article explains how exposure to smoke is particularly harmful for children in group care.
43. **Maintaining a safe and healthy child care facility.** From *The ABC's Of Safe and Healthy Child Care*, DHHS U.S. Public Health Service Centers for Disease Control and Prevention. Important issues to think about when surveying your site for potential hazards for children, i.e., evacuation plans, air pollution, pets, swimming pools, electrical and magnetic fields.



44. **Making homes safe for babies and toddlers.** Pat Snell. *Texas Child Care*, Spring 1996. This article contains specific warnings on household items that seem harmless, like buckets and bathtubs, bottle caps, buttons, balloons, chairs and stools, cords and doors as well as the obviously dangerous items, such as guns, medicines, and poisons that providers MUST supervise.
45. **Lead exposure in children affects brain and behavior.** American Academy of Child & Adolescent Psychiatry. [On-line]. Inattentiveness and hyperactivity can be caused by exposure to lead. Available <http://www.aacap.org/publications/factsfam/lead.htm>

46. **Look out for lead: Why child care providers are concerned about lead poisoning.** Wisconsin Childhood Lead Poisoning Prevention Program. What child care providers can do to reduce lead hazards.
47. **Preventing SIDS: Babies should always sleep on their backs.** Back to Sleep Campaign. National Resource Center for Health and Safety in Child Care. [On-line]. 5,000 babies die from Sudden Infant Death Syndrome every year. Since the American Academy of Pediatrics began recommending babies be placed on their backs to sleep, the death rate has dropped by 43%. Babies who sleep on their stomachs are 4 times more likely to die than those placed on their backs. Available <http://nrc.uchsc.edu/sids.htm>
48. **Children act fast...So do poisons.** Wisconsin Poison System. Brochure and poison safety checklist. If a child has swallowed poison, save the container and call (800) 815-8855.
49. **Hot tap water safety.** M. L. Katcher. UW Children's Hospital. Hot water is dangerous. It may take only 2 seconds to cause a full thickness burn and in extreme cases, death. This brochure gives instructions for regulating the temperature on your water heater.
50. **Did you know...Your home can be hazardous to your child's health?** U.S. Consumer Product Safety Commission/ Empire Blue Cross and Blue Shield. This brochure addresses the hidden hazards in the home, room by room.
51. **Child care safety checklist.** U.S. Consumer Product Safety Commission. 1999. Brochure for parents and providers.
52. **Childproofing your home: 12 safety devices to protect your children.** U.S. Consumer Product Safety Commission & CNA. 1999. A brochure/ mini-poster describing the why and how of several safety devices and where they should be located in the house.
53. **The safe nursery.** U.S. Consumer Product Safety Commission. A booklet that identifies dangers to help avoid injuries from nursery furniture and equipment.
54. **Assessment ABC's.** *Scholastic Early Childhood Today*. August/September 1996. Reflecting on your center's physical space can be done with an ABC approach...Accessibility, Balance, Choice, Diversity, etc.
55. **Early childhood safety checklist #2 – Toys and equipment.** Susan S. Aronson. *Child Care Information Exchange*, November 1993.
56. **Early childhood safety checklist #4 – General indoor areas and hallways and stairs.** Susan S. Aronson. *Child Care Information Exchange*, March 1994.
57. **U.S. Consumer Product Safety Commission Hotline.** CPSC. To report a safety problem call 1-800-638-CPSC. This brochure gives the extension numbers for receiving recorded information about product recalls. Also accessible on the Internet at <http://cpsc.gov>



The most important work

you and I will ever do

will be within the walls of our own homes.

-Harold B. Lee

Fitness

58. **Checklist for a healthy class.** Karen Stephens. *First Teacher*, May/ June 1997. Checklist of 31 points to ensure health and safety when new children enter your program or as you switch gears between seasons, classrooms, and staff trainings. Applicable to in-home or group center care.
59. **Too much, too soon?** Charles W. Schmidt. *Child*, August 1999. 1 in 5 children in the U.S. are overweight and at risk of serious health problems, such as heart disease, diabetes and asthma. Weight loss is not recommended, but rather weight stabilization, so that as the child grows the weight stays the same until a healthy balance has been reached. Includes a 6-point strategy for weight management.
60. **Moving children towards health: Fighting childhood obesity.** Gail Johnston. *Early Childhood News*, May/June 1998. All American children are getting heavier and less active. This article includes ideas for bringing a fresh attitude toward eating, exercise and self-esteem to children.
61. **Beyond physical development: Why young children need to move.** Rae Pica. *Young Children*, September 1997. Physical activity in children usually engages their imaginations. This article looks at how the mind and spirit are fed through movement; children develop creative, cognitive and social/emotional domains while playing actively.
62. **Create a fitness center.** *First Teacher*, May/ June 1997. Equipment and activity ideas for setting up an exercise area which can work both indoors or outdoors.
63. **Exercise dos and don'ts.** Jean Stangl. *First Teacher*, May/ June 1997. Children and adults should not exercise the same way. Some exercises can harm children and should be avoided. This list specifies which ones are adults only.
64. **Helpful hints: Spring into health.** Gail P. Jones. *First Teacher*, May/ June 1997. A good list for preparing for a walk or short field trip.
65. **Activity fosters physical wellness.** Penelope Portman. *Early Childhood News*, May/June 1998. Fewer than one in four children get 20 minutes of "huff and puff" activity every day of the week. Fewer than one in four get a half-hour of any type of physical activity in a single day!

Ears

66. **Ear infections in young children: The role of the early childhood educator.** Margaret R. Watt, Joanne E. Roberts, & Susan A. Zeisel. *Young Children*, November 1993. Ear infections, also called otitis media, are almost as common as colds in children. They also can cause long-lasting hearing loss, which can affect children's speech, language and behavior, causing developmental delays. Children in child care are more likely to have ear infections. Diagnosing, treating, but most of all, preventing ear infections is important.
67. **Hearing loss: Detect it early.** *Texas Child Care*, Spring 1994. Hearing loss causes and methods of early detection are identified. Steps to take, working with children with hearing aids and protecting children's hearing are also covered.

Eyes

68. **Parents' pullout health card: Keeping your child's eyes healthy.** Phyllis Schneider. *Parents*, November 1995. First aid for eye accidents, vision testing, color blindness and common eye ailments are explained.
69. **How to spot vision problems.** *Scholastic Pre-K Today*, January 1993.

Dental Health

70. **Floss your child's teeth.** *Texas Child Care*, Fall 1993. Pictures and instructions for flossing.
71. **Toothbrushing: Do it daily.** *Texas Child Care*, Fall 1993. This article explains why cleaning of teeth is necessary, what causes decay, when dental visits should start, and where to find free or low-cost dental services.
72. **Children's oral health: Tips for parents.** *ADAOnline*. Topics addressed are: benefits of fluoride, baby bottle tooth decay, sealants, thumbsucking, mouth protectors, knocked-out teeth and toothaches. Available at <http://www.ada.org/newsrel/0296/nr-04.html>
73. **Frequently asked questions: Infants & children.** *ADAOnline*. How to clean a baby's mouth, does teething hurt, when should thumbsucking stop, when should the first visit to the dentist take place are some questions that are answered in this article. Available at <http://www.ada.org/consumer/faq/children.html>
74. **Dental emergencies.** *ADAOnline*. Knocked out and broken teeth can happen when children play hard. This article tells you how to save a tooth for reinsertion if knocked out. Other solutions are suggested for common problems, i.e., bitten tongue, toothache, objects caught between teeth. Available at <http://www.ada.org/consumer/hottopic/emerg.html>
75. **Lose a tooth? Every minute counts!** *Texas Child Care*, Summer 1995. A reproducible flyer for parents.
76. **Promoting awareness, preventing pain: Facts on early childhood caries (ECC).** Amy Seif. HRSA, Health Resources & Services Administration. Factsheet and statistics with glossy pictures.
77. **Goodbye, baby teeth.** Patrick McCormick. *Parents*, September 1994. Baby- and adult-teeth buds are present at birth. How these develop is explained. Included are diagrams of children's jaws at toddlerhood and school-ages, tips on dealing with the tooth fairy, and what an extraction entails.

Outdoor Play

78. **Becoming a sun-safe child care center.** Mary Klein Buller and Annmarie Farina. *Child Care Information Exchange*, May 1999. A policy for sun safety is wise practice. Requiring parents to send head gear and clothing that protect children during outdoor play is vital. Do not use sunscreen on babies under six months of age. Read labels for ingredients and sun blocking capacity when selecting a sunscreen.
79. **Summer health alerts.** Patty Hammes. DHFS, *Bureau of Regulation and Licensing Bureau Update*, June 28, 1999. Providers need to obtain written permission from parents before applying sunscreen. Watch out for heat exhaustion in children when temperatures rise. Attention needs to be paid to clothing children as sun protection.
80. **Sun safety: A guide to preventing and treating the three most common sun-related risks.** *Scholastic Early Childhood Today*, May/June 1998. Sunburn, heat exhaustion and heatstroke symptoms, prevention and treatment.
81. **Summer safety, summer fun!** Charlotte Hendricks. *Early Childhood News*, July/August 1998. Preventing pesky insect bites and itchy skin rashes.
82. **Lyme disease and children.** Sandra L. Bushmich. *School-Age Connections* (8)4, 1999. Lyme disease is a bacterial disease spread by a tick. Check for deer ticks on children. This flyer describes ticks and removal procedures.



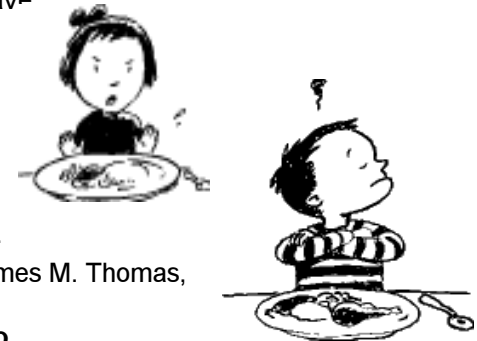
83. **Calm comings and goings.** Lisa Feeney. *Scholastic Early Childhood Today*, January 1994. Five steps to smoothing transitions involved in going in and out for activities and drop-off/pick-ups.
84. **Help your teachers solve a problem: Two mittens + two boots x twenty kids = frazzled caregivers.** *The Well-Centered Child*, January 1995. How to ease dressing and undressing kids for outdoor play.
85. **Question and answer: Frostbite.** Sharon Epel, Barbara & Joel Griffiths. *Parents*, January 1993. Cause and treatment.
86. **When severe weather approaches, you need to be prepared.** [On-line]. Directions for signing up to receive automatic e-mail messages about severe weather coming to your area. Available at <http://www.Channel3000.com/severeforecastalert.cfm>
87. **Wind chill chart.** [On-line]. When temperature and wind speed are added together, the actual temperature as it affects the body becomes the wind chill factor. The wind makes temperatures feel colder than they look on the thermometer. Many centers have used the wind chill factor of 20 degrees as the point where children are not allowed outside. Available at <http://www.wisctv.com/weather/info/wchill.html>
88. **National Weather Service heat index chart and heat disorders.** [On-line]. When air temperatures and humidity factors are combined, the impact on the body is that of a higher temperature called the heat index. Also includes a chart of what heat disorders can affect people at which temperatures. Available at <http://www.wisctv.com/weather/info/heatwave.html>
89. **New lightning safety rules.** [On-line]. Counting from flash to bang will give a rule of thumb guide to seeking shelter. Available at <http://www.channel3000.com/weather/skyno...k/weather~skynotebook-990701-17476.html>
90. **Take a chance and plan a field trip.** Kathy Pendleton. *Child Care Center Connections* (8)4, 1999. Field trips should be a regular feature of any program and need not be an enormous undertaking. Start small and close-by and build up to more adventuresome outings.
91. **Take a walk.** *Texas Child Care*, Spring 1991. Reproducible parent page encouraging parents to explore together with their children.
92. **Walks: An effective approach to learning.** Lenore Peachin Wineberg. *Texas Child Care*, Winter 1997. This Wisconsin educator discusses different occasions for walks, inside and outside, and the strategies for exploring to use when guiding an excursion with children
93. **Backyard playground.** Ken Collier. *The Family Handyman*, July/August 1990. Directions for a sturdy, handsome, and most of all safe climbing structure.
94. **Can I play, too? Making playgrounds work for all children.** Anita Sullivan. Healthy Child Care America. Children with developmental delays are often dependent on adults to create opportunities to play with other children. This brochure also addresses children's need to play outside all year long; children who only play inside are susceptible to illness.
95. **Playgrounds: Safe and sound.** Janet Brown McCracken. *NAEYC*, 1999. Supervision + design and installation + maintenance = safety. Some things included in this useful brochure are charts of recommended staff-child ratios for safe outdoor play, types of landing surfaces and ratios of recommended depths for loose-fill surfacing in relation to equipment height.
96. **Ten ways to improve playground supervision.** Eileen Hull. *Early Childhood News*, July/August 1997.

97. **Ten steps toward a safer playground.** U.S. Consumer Product Safety Commission. A checklist of areas to inspect when assessing a play site.
98. **Early childhood safety checklist #5: Playgrounds.** Susan S. Aronson. *Child Care Information Exchange*, September 1994.
99. **Ground cover for children's playgrounds.** Karen DeBord. *Child Care Center Connections* (8)4, 1999.
100. **Working through playground safety and design issues: Playground safety for the 21st century.** Betsy Caesar. *Child Care Information Exchange*, September 1999. Guidelines, standards and laws.
101. **Building and outdoor safety.** Silvana Clark. *Totline Newsletter*, May/June 1996. Ten simple tips for creating a safer area for children, i.e., keep bushes trimmed so intruders have no hiding place, install lights that go on automatically at dusk.

Meals and Nutrition

102. **Beginnings workshop: Mealtimes.** *Child Care Information Exchange*, May 1997.

- Enjoying family-style meals in child care.** Sarah A. Mulligan Gordan.
- The making of a healthy eater: Winning the finicky eater battle.** James M. Thomas, Diane K. Pfeil, & Fernando A. Guerra.
- Food for thought: Mealtimes can be educational and enjoyable, too.** Karen Stephens.
- Parents' perspectives on mealtimes: A compilation of interviews.** Bonnie Neugebauer.



103. **Toddler time: Picky eaters.** Jeannine Perez. *First Teacher*, May/June 1997.
104. **How providers promote positive food attitudes.** *The Wheat Stalk*, February/March 1996. Ideas from providers on timing, routines, eating atmosphere, involving children and introducing new foods.



105. **What should kids learn about food, eating?** *The Wheat Stalk*, June/July 1992. Basic children's rights when it comes to learning about food include being fed when they are hungry, having their food preferences respected, and enjoying mealtime.

106. **Healthy beginnings.** Renee Cherow-O'Leary. *Scholastic Early Childhood Today*, March 1997. Incorporating activities and routines into the curriculum that build children's understanding of nutrition, physical fitness, and hygiene is important for their future health.

107. **Breakfast encouraged: ADA calls on parents to model healthy lifestyles.** Doris Derelian. *Nutrition Connection*, February/March 1997. Ideas for making breakfast a habit that is hard to break, i.e., stocking a "breakfast bar", adults modeling breakfast-eating behavior themselves.

108. **Food ads on children's TV: What do they promote?** *Child Health Alert*, February 1995, and **Food ads on children's TV—It's not just a Saturday problem.** *Child Health Alert*, July/August 1995. 48% of commercials during children's weekly television programming are food ads of which 91% are advertising foods high in fat, sugar and/or salt.



109. **Food guide pyramid for young children: A daily guide for 2- to 6-year olds.** U.S.D.A. Center for Nutrition Policy and Promotion. 1999. Mini-poster.
110. **How to read food labels.** A. Neseth & L. Freitick. University of Wisconsin Hospital and Clinics, 1996. A brochure that explains the different values listed in the content and nutrition facts label on packaged foods. Also definitions of common terms, i.e., light, low fat, fat free and cholesterol free.
111. **Tips to cut the fat.** Donna L. Weihofen. University of Wisconsin Hospital & Clinics, 1996. Small changes in ingredients in food preparation can cut the amount of calories and fat in the food you eat and serve.
112. **Facts on fat.** *Food Fare*, February 1992. What are the types of fat in foods and why are some good for us and others are not? These questions are answered as well as why we need to know this when feeding children.
113. **Fish is a light, appealing change of pace.** *The Wheat Stalk*, September 1993. How to buy, store and cook fish so that it is an enjoyable as well as nutritious meal.
114. **Nutrition and cognitive development in children.** J. Larry Brown & Lori P. Marcotte. *Early Childhood News*, January/February 1999. Recent research is verifying that undernourishment in early childhood can cause permanent difficulties in the ability to learn. Alarming, 15% of American children under age 2 years have low iron levels. Intervention can reverse the effects.
115. **Nutrition and childhood lead poisoning prevention: A quick guide for health providers.** National Center for Education in Maternal and Child Health. Lead poisoning is considered one of the most common environmental diseases of children and is preventable by avoiding exposure to lead and by receiving proper nutrition. Well-fed children are less likely to experience the toxic effects of lead.

Books to Borrow

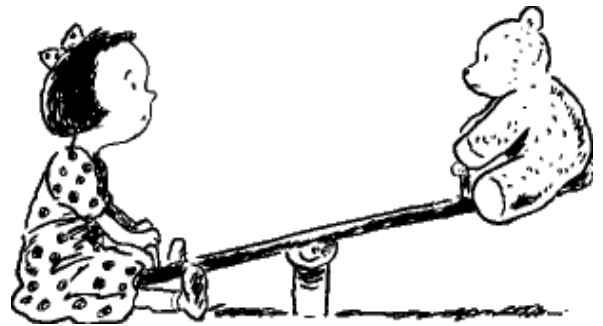
Safe Environments

116. **The ABCs of safe and healthy child care: A handbook for child care providers.** Cynthia M. Hale and Jacquelyn A. Polder. Atlanta, GA: Centers for Disease Control, 1996. Information on how infectious diseases are spread, what you can do to keep yourself and the children in your care healthy, what disease and injury prevention policies and practices you should follow and require parents to follow, and how to recognize and respond to the most common childhood diseases and health conditions.
117. **Caring for our children: National health and safety performance standards: Guidelines for out-of-home child care programs.** Washington, DC: American Public Health Association., 1992. Extensive, detailed guidelines on the health and safety needs of children from birth to 12 years in family and group child care centers.
118. **Promoting wellness: A nutrition, health and safety manual for family child care providers.** Pam S. Tatum. Atlanta, GA: Save the Children Child Care Support Center, 1994. 463-page looseleaf manual for providers and trainers of providers.
119. **Clean & green: The complete guide to nontoxic and environmentally safe housekeeping.** Updated ed. Annie Berthold-Bond. Woodstock, NY: Ceres Press, 1994. 485 ways to clean, polish, disinfect, deodorize, launder, remove stains, even wax your car, without harming people or the environment.

120. **Healthy young children: A manual for programs.** 3rd ed. Abby Shapiro Kendrick and Roxane Kaufmann. Washington, DC: NAEYC, 1995. Basic manual/textbook used by early childhood programs to promote and protect the health and safety of children, staff and families.
121. **HIV/AIDS and child care: Fact book and facilitator's guide.** Barbara Kaiser and Judy Sklar Rasminsky. Washington, DC: NAEYC, 1995. Pertinent, user-friendly information on AIDS/HIV, including a guide for developing policies and for preparing staff and parents to welcome children with HIV into child care.
122. **Model child care health policies.** 3rd ed. Susan Aronson. Washington, DC: NAEYC, 1997. Model health policies designed to allow you to insert information specific to your child care setting. Includes reproducible forms and resource lists.
123. **Preparing for illness: A joint responsibility for parents and caregivers.** 4th ed. Washington, DC: NAEYC, 1999. Detailed information on signs, symptoms, and causes of specific conditions and illnesses, including when to seek medical advice and guidelines for determining exclusion of an ill child from child care.

Playground Safety

124. **Handbook for public playground safety.** Washington, DC: U.S. Consumer Product Safety Commission, 1993.
125. **Play and playscapes.** Joe L. Frost. Albany, N.Y: Delmar Publishers, 1992.



Emergencies

126. **Baby & child emergency first-aid handbook: Simple step-by-step instructions for the most common childhood emergencies.** Rev. ed. New York: Meadowbrook, 1995.
127. **Childhood emergencies: What to do: A quick reference guide.** Rev. and updated. Palo Alto, CA: Bull Publishing Co., 1996.
128. **Emergency medical treatment: Infants, children, adults: A handbook of what to do in an emergency to keep a person alive until help arrives.** Stephen Vogel and David Manhoff. St. Louis, MO: Mosby-Year Book, 1996.
129. **The crisis manual for early childhood teachers: How to handle the really difficult problems.** Karen Miller. Beltsville, MD: Gryphon House, 1996. Early childhood teachers and caregivers can do a lot to help a child who is facing serious crisis, stress and psychological trauma. This book gives you helpful and supportive ways to respond to problems such as death of a family member, domestic violence, substance abuse, sexual abuse, homelessness, natural disasters and children with HIV/AIDS.

Mildly Ill Child Care

130. **Get well care: Guidelines for programs serving mildly ill children.** Phoenix, AZ: CPG Publishing Company, 1995.
131. **Sick child care: A how-to guide for hospitals.** Susan Olsen and Patricia Snyder. St. Petersburg, FL: Employer/Child Care Connection, 1996.
132. **Sick child care: The state of the concept : 1998 sick child care survey.** Richmond, VA: National Association for Sick Child Daycare, 1998.

Curricula

133. **Growing, growing strong: A whole health curriculum for young children.** Connie Jo Smith, Charlotte M. Hendricks, Becky S. Bennett. St. Paul, MN: Redleaf, 1997. Hundreds of activities organized under eight themes to make health an interactive, fun part of the curriculum for children in pre-school through second grade.
134. **Learn not to burn curriculum: A firesafety education program of the National Fire Protection Association for school children.** 3rd ed. Quincy, MA: National Fire Protection Association, 1987. Activity-oriented projects to help children in grades K-2 learn fire safety habits by practicing them.

Nutrition

135. **Cook and learn: Pictorial single portion recipes: A child's cook book.** Rev. ed. Beverly Veitch and Thelma Harms. Menlo Park, CA: Addison-Wesley, 1981. 160 single portion recipes with step by step illustrations for nutritious foods from many cultures.
136. **Cup cooking: Individual child-portion picture recipes.** Rev. ed. Barbara Johnson Foote. Ithaca, NY: Early Educators Press, 1998. Individual portion recipes and simple directions for children to mix, measure and cook their own snacks in paper cups.
137. **Every little bite counts: Supporting young children with special needs at mealtime.** Sacramento, CA: California Department of Education, 1998. Easy-to-understand descriptions of various disabilities and nutrition intervention strategies to assist caregivers in helping children with special needs have successful and enjoyable mealtimes.
138. **Making food healthy and safe for children: How to meet the national health and safety performance standards—guidelines for out-of-home child care programs.** Arlington, VA: National Center for Education in Maternal and Child Health, 1997. A guide for meeting the nutrition standards in Caring for Our Children. Material is not copyrighted; duplication is encouraged.
139. **The (no leftovers!) child care cookbook: Kid-tested recipes and menus for centers & home-based programs.** Jac Lynn Dunkle and Martha Shore Edwards. St. Paul, MN: Redleaf Press, 1992. 20 complete menus and more than 80 recipes approved by the Child and Adult Care Food Program, plus directions for adapting recipes for groups of 6 to 60 children.
140. **Nutrition activities for preschoolers.** Debby Cryer, Adele Richardson Ray, Thelma Harms. White Plains, NY: Dale Seymour Publications, 1996. Nutrition activities for preschool learning centers as well as for meal and snack times. Includes a teacher training manual and the outline for a staff workshop on using the book.

Children's Books

141. **Those icky sticky smelly cavity-causing but...invisible germs. Esos sucios pegajosos olorosos causantes de caries pero...invisibles germenenes.** Judith Anne Rice. St. Paul, MN: Redleaf Press, 1997. Every time he eats, Sal gets more icky, sticky germs on his teeth, but being the wonderfully intelligent child he is, he knows what to do.
142. **Those itsy-bitsy teeny-tiny not-so-nice head lice. Esos pequenines chiquitines para nada simpaticos piojos.** Judith Anne Rice. St. Paul, MN: Redleaf Press, 1998. The story of how Billy and his family get rid of the family of lice living on his head and keep them from coming back.
143. **Those mean nasty dirty downright disgusting but—invisible germs. Esos desagradables detestables sucios completamente asquerosos pero...invisibles germenenes.** Judith Rice and Reed Merrill. St. Paul, Minn: Redleaf Press, 1997. A little girl, who accumulates germs on her hands during her busy day, defeats them by washing her hands before meals.



Audiovisual Materials to Borrow

144. **Promoting health, safety, and nutrition.** (Caring for Children, Part 8). Produced by Walter (Chip) Donohue and Jim Shaw, UW-Extension. Madison, WI: University of Wisconsin Board of Regents, 1991. VHS, color, 30 min. Techniques and strategies to plan for, protect, and promote children's health, safety, and nutrition.
145. **Caring for our children.** By the American Academy of Pediatrics and NAEYC. Washington, DC: NAEYC, 1995. 6 VHS, color, 30 min. tapes + handout masters. Important training resource based on the book Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs. Lots of very specific information on what you can do to ensure the health and safety of the children in your care. All six tapes are loaned together as a unit. We recommend borrowing the book if you don't already have a copy.
- Tape 1: Standards and you.** What standards are and how they were developed and can be used. How caregivers can avoid stress, illness, and injury.
- Tape 2: Basic caregiving.** Proper diapering and handwashing techniques and how to serve meals. How children with special needs can be integrated into a program.
- Tape 3: Ready for anything.** Proper emergency planning and response for centers and family child care homes. How to safely transport children. How to prepare disinfecting bleach solution. Forms of child abuse and reporting obligations.
- Tape 4: Setting up for healthy and safe care.** How to make sure a building used for child care is physically safe. Information on furnishings and storage of toxic materials. Playground safety, including location, arrangement of equipment, and use of impact-absorbing materials.
- Tape 5: Keeping it in shape.** Maintenance schedules and safety checklists. How to spot potential hazards. Recommended cleanup schedule and procedures. Use of an injury log.
- Tape 6: Illness in child care.** Planning and communication when caring for an ill child. Proper procedures for administering medication and informing parents of an ill child. Communicable diseases and policy for illness exclusion.
146. **Family child care health and safety.** By Abby Shapiro Kendrick & Joanne Gravell. Boston, MA: Mass. Dept. of Public Health, no date. VHS, color, 19 min. + checklist. Tape discusses the condition of your home, out of bounds areas, gates and guards, storage, infant/toddler equipment, outdoor play, emergency planning, healthy routines. Tells you dangers to look for and steps to take to make sure your home is safe and healthy. Includes printed health and safety checklist.
147. **Health, safety & nutrition: Building blocks of quality care for infants & toddlers.** (Caring for Infants and Toddlers, Tape 4). Produced by Chip Donohue & Clark Thompson, UW-Madison School of Education Extension Programs. Madison, WI: University of Wisconsin Board of Regents, 1992. VHS, color, 29 min. Examples of high quality care from many different infant and toddler programs in Wisconsin and interviews with experienced infant/toddler caregivers. **This series is periodically shown on Public TV stations. CCIC and the producers encourage you to tape your own copies right off the air.**
148. **Play it safe: Assuring health, safety and nutrition in your home.** (Village Of Kindness, Part 4). Produced by Walter (Chip) Donohue and Clark Thompson, Madison Education Extension Programs. Madison, WI: University of Wisconsin-Madison School of Education, 1995. VHS, color, 29 min. Enjoyable and instructive examples of high quality family child care from all over Wisconsin. **This series is periodically shown on Public TV stations. CCIC and the producers encourage you to tape your own copies right off the air.**

Infant and toddler emergency first aid. Boulder, CO: Apogee Communications Group, 1994. 2 VHS, color tapes. These tapes, endorsed by the American Academy of Pediatrics, show the proper actions to take when a child becomes ill or hurt. (Note: These tapes are licensed for private home use only, but Apogee has given Wisconsin day care centers permission to show the tapes for non-commercial, educational use—provided CCIC warns everyone that Apogee has already sued and collected large settlements from two day care centers that copied the tapes. CCIC can give you order information if you want to purchase copies for your center. Do not copy these tapes or any others you borrow unless the copyright holder gives you specific permission.)

- 149. **Tape 1. Infant and toddler emergency first aid: Accidents.** 37 min. Covers preparation, bites, stings, sunburn, heat exhaustion, heat stroke, electrical shock, frostbite, head injuries, nose injuries, falls, sprains, fractures, cuts, burns, shock, emergency medical services.
- 150. **Tape 2. Infant and toddler emergency first aid: Illnesses.** 44 min. Covers first aid kit, poisoning, dehydration, croup, fever, seizures, choking, rescue breathing, CPR review, emergency medical services.

Sanitation and Hygiene

- 151. **The ABC's of safe and healthy child care: Handwashing & diapering.** Atlanta, GA: Centers for Disease Control and Prevention, 1994. VHS, color, 28 min. The first half of this tape uses a fake germ powder visible only in black light to show how germs spread all over a child care center in only 30 minutes if hands are not washed. Shows how and when to wash your hands and children hands. The second half shows safe diaper changing with and without gloves and tells you when and how gloves should be used.
- 152. **Reducing the risk.** St. Paul, MN: Early Childhood Directors Association, 1994. VHS, color, 23 min. + study guide. Ways to reduce the risk of infectious disease in child care centers. Covers diapering, handwashing, and cleaning and disinfecting using **universal precautions**.

Nutrition

- 153. **Feeding with love and good sense.** By Ellyn Satter. Palo Alto, CA: Bull Pub. Co., 1989. VHS, color, 60 min. + leader's guide. Four 15-minute segments (infant, older baby, toddler, preschooler) designed to train parents and child care providers to understand feeding from the child's perspective and to be sensitive to how their own behaviors affect the child's eating. (Not about nutritional needs, choice of foods, or food preparation.)
- 154. **Food for thought: Nutrition and children.** (Indiana Steps Ahead.) Washington, DC: NAEYC, 1996. VHS, color, 27 min. Nutrition is an essential element of a child's growth and development. This tape covers children's dietary needs, food preparation and sanitation, as well as the social experience of mealtime.
- 155. **Nutrition.** (The Developing Child, Module 15.) Barrington, IL: Magna Systems, Inc., 1993. VHS, color, 28 min. + workbook. Nutrition goals; food pyramid and nutrients; dietary goals of pre-pregnant and pregnant women; feeding infants, toddlers and preschoolers; nutritional needs related to development from infancy through adolescence; nutritional issues of school-agers and adolescents.
- 156. **Smart snacking for children.** Evanston, IL: Altschul, 1994. VHS, color, 12 min. Snacking can give children important nutrients if we plan snacks as mini-meals and shop for them accordingly. Three different families share their ideas for healthy, fun snacks.

Play

157. **Playground safety.** By Joe Frost. Austin, TX: Texas Dept. of Human Services, 1985. VHS, color, 60 min. Joe Frost, professor at the University of Texas, is a nationally recognized expert in children's play and playgrounds. In this tape, he gives a talk on playground safety using slides to illustrate his points and focusing on three topics: surfaces, fixed structures, and moving equipment.
158. **Roughhousing: A guide to safe and fun physical play for children.** Produced by Frederick Porter and Daniel Hopsicker. Manhattan Beach, CA: Afterschool, no date. VHS, color, 28 min. Explains what roughhousing is, why children like it so much, the benefits of roughhousing, and rules to keep it safe for infants, toddlers and preschoolers.
159. **Safe active play : A guide to avoiding play area hazards.** Washington, DC: NAEYC, 1997. VHS, color, 35 min. Designed to help caregivers identify and avoid the most common causes of serious injuries during active play, both indoors and out. Describes 12 hazards and suggests how to avoid them while maintaining the quality of active play.



Spanish Language Tapes

160. **Síndrome de muerte infantil súbita : Un video sobre como ayudar a prevenir la muerte de cuna** (Sudden Infant Death Syndrome : a Video on Helping to Reduce the Risk). Bethesda, MD: National Institutes of Health, 1994. VHS, color, 4 min. Ways to reduce the risk of SIDS.
161. **Vacune: Antes de que sea demasiado tarde.** (Before it's too late, vaccinate). Elk Grove Village, IL: American Academy of Pediatrics, no date. VHS, color, 16 min. Video for parents on the crucial importance of getting children immunized. **Viewers are encouraged to copy this tape.**

Children's Audiovisual Materials

162. **Sesame Street "A" is for asthma.** New York: Children's Television Workshop, 1998. VHS, color, 32 min. + caregiver's guide + posters. This lively video designed for use in child care programs features Elmo, Rosita and Luis, plus a new Muppet Friend, Dani. Dani has asthma, and children watching the video will learn more about his condition as the Muppets sing, dance, and talk about Dani's needs and how to help when someone has trouble breathing. Video has 15 minutes in English followed by 15 minutes in Spanish. Caregivers Guide suggests small changes in your child care facility that will make children with asthma more comfortable.
163. **Sesame Street lead away!: Lead poisoning prevention project.** Produced by Children's Television Workshop in collaboration with the National Safety Council's Environmental Health Center. New York: Children's Television Workshop, 1996. VHS, color, 15 min. + audiocassette, 24 min. + guide. Video and audiocassette starring Elmo, Maria, Rosita and Oscar the Grouch from Sesame Street. Aimed at preschoolers to help them practice healthy habits that will keep them safe from lead poisoning. Audio-cassette is in Spanish and English.
164. **The ABC's of clean.** New York, NY: Soap and Detergent Assn., 1990. Audiocassette, 20 min. + read-aloud story + mini posters + matching game + parent take-home + teacher's guide + VHS, color, 15 min. video. A handwashing and cleanliness program for Head Start and early childhood programs. Includes story and songs for children and a video for adults.
165. **Sesame Street fire safety book.** Washington, DC: Federal Emergency Management Agency; Children's Television Workshop, 1987. Audiocassette, 10 min. + book (56 pages). Sesame Street characters sing: Exits; Fire Drill Song; Smoke Detector Song; Stop, Drop and Roll; Cool Water. Book has words and music for the songs plus skits and games about fire safety for preschoolers.

Resources Elsewhere

Call your health department or the Wisconsin Childhood Lead Poisoning Prevention Program at (608) 266-5817 today. Children should have a blood lead test at 12 and 24 months if they live in or visit a home built before 1978 that has been remodeled in the past 12 months.

The Wisconsin Antibiotic Resistance Network (WARN) is a partnership between the State Medical Society of Wisconsin, the Marshfield Medical Research Foundation, and the Wisconsin Division of Public Health. WARN is dedicated to reducing antibiotic overuse and reducing the spread of antibiotic-resistant bacteria that cause many upper respiratory illnesses. For more information about the project, call Paula Keller, MPH, Program Manager, State Medical Society of Wisconsin, (800) 362-9080, ext. 228, or Anna Rentmeester, RN, MSN, Program Manager-North, Marshfield Medical Research Foundation, (800) 782-8581, ext. 93782. You can also log onto <http://www.wismed.com>



The Positive Parenting Kit provides parents and caregivers with practical strength-based information on parenting. Currently the Kit contains the "Positive Parenting: Tips on Discipline" booklet; the "Child Sexual Abuse Prevention: Tips for Parents" booklet, the "Be There" brochure for fathers, and the "Never Shake a Baby" brochure. Additionally, parents receive tips for building their child's self esteem, and a brochure describing the mission and activities of the Children's Trust Fund. Parents and caregivers can request a Kit by calling 1-800-262-9922.

The Food Allergy Network, 10400 Eaton Place, Suite 107, Fairfax, VA 22030-2208. Phone: (800) 929-4040. Free 8 1/2" x 11" poster and other information, including form for emergency health care plan for children with allergies. Send self-addressed stamped business-size (#10) envelope or visit the website at <http://www.foodallergy.org>

Disease fact sheet series on various types of viruses, parasites and bacteria that cause illnesses in children available at the Wisconsin Department of Health & Family Services website <http://www.dhfs.state.wi.us/healthtips/BCD>

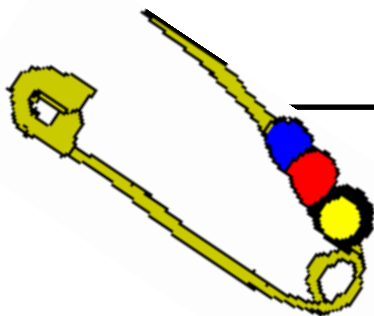
The National Resource Center for Health and Safety in Child Care (NRC) is located at the University of Colorado Health Sciences Center in Denver, Colorado, and is funded by the Maternal and Child Health Bureau, U.S. Department of Health & Human Services, HRSA. NRC's primary mission is to promote health and safety in out-of-home child care settings throughout the nation. Most of their information is posted on their website: <http://nrc.uchsc.edu/>

The standard resource for information concerning child care safety and health is the National Health and Safety performance Standards Guidelines for Out-of-Home Child Care Programs (also known as Caring for Our Children), developed through the collaborative efforts of the American Public Health Association, the American Academy of Pediatrics, and the Maternal and Child Health Bureau. The entire text of this publication is available on this NRC website. Address: UCHSC at Fitzsimons, National Resource Center for Health and Safety in Child Care, Campus Mail Stop F541, PO Box 6508, Aurora, CO 80045-0508. Phone: 1-800-598-KIDS. Fax-(303)724-0960.

The Pennsylvania Chapter, American Academy of Pediatrics, Early Childhood Education Linkage System, is another useful website with factsheets and guidelines for child care providers at <http://www.paaap.org>

Child Care plus+, a newsletter for child care providers who care for children with special needs. Subscription cost \$5/year, 4 issues. Contact: Child Care plus+, Rural Institute on Disabilities, 634 Eddy, The University of Montana, Missoula, MT 59812-6696. Phone: 1-800-235-4122 or 406-243-5467 (Voice/TT). Past issues may be accessed at their web site, <http://ruralinstitute.umt.edu/childcareplus>

Ideas



empty pin and a

Connect the groups

creating a bead bracelet.

lengthen the bracelet, make up another group of three beaded

pins and add on. For more instructions and design charts, check out : [http://](http://www.geocities.com/Heartland/3362/pins.html)

www.geocities.com/Heartland/3362/pins.html.

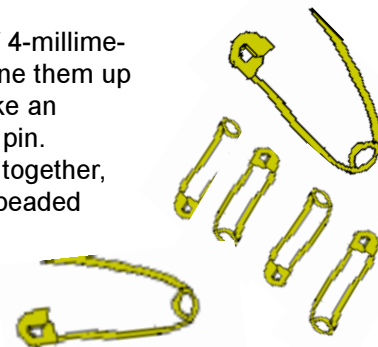
Safety Pin Jewelry (school-age)

size 00 ($\frac{3}{4}$ inch) safety pins and a package of 4-millimeter beads, thread three beads on each of 24 pins. Line them up

groups of three pins, all facing the same way. Take an

together, alternating head to bottom of every other pin.

is way, finally connecting the left and right pin groups together,



Vegetable Soup (preschool)

Plan a field trip to a farmer's market or the produce section of the grocery store. Let the children help select vegetables that would be good in soup, such as carrots, rutabagas, potatoes, celery, and parsnips. When you come home, let them help with scrubbing the vegetables. Giving each child a cutting board and a table knife, have them scrape the vegetables clean. Then have them slice the vegetables into pieces. They may need help, but let them try themselves. There will be many uneven sizes. Put the vegetables into a pot of fresh cold water and bring to a boil. Turning it down, let it simmer for half an hour or until the vegetables are done. Some vegetables cook faster than others, so you may want to start with, for instance, celery and allow a few minutes before adding the rest. Potatoes cook quickly and can become mushy if cooked too long; add them last. While waiting for the soup to get done, have the children help set the table. Using scissors, have the cooks snip washed parsley into small bits and set aside. When the soup is done and an adult has ladled it into bowls, let the children sprinkle parsley over the top of their colorful meal.

Climbing the Walls (multi-age)

Lie on the floor on your back. Look at the ceiling and the walls, noting where the room corners are and where the walls meet the ceiling. Then lifting your feet up, try "walking" up the walls. Support your hips on your hands and elbows and aim your feet at the ceiling. Pretend you are a fly on the ceiling and slowly walk across the ceiling from one corner to another, around the ceiling light and down one side of the room.

Straw Jumping

Bring into your outside play area 1-10 bales of straw. Let the children decide how to organize them. Older children may want to make forts. Leave at least one separate and available for children to experience a new type of jumping adventure. Allow the children to do the dragging and pushing of the bales. Talk to them about the smell and texture of the straw, how it shuts out the wind and sounds, and what its uses are to farmers. Contact your local garden center or farm store to find a source for hay bales.

Firefighter's Hats

Cut an oval out of red construction paper that is 2 inches long and 1 $\frac{1}{4}$ inches wide. Cut a 1-inch slit through the center in the long direction. Bend one end up, $\frac{1}{4}$ inch from the slit, to form a brim. Poke your pointer finger through the slit and become a firefighter with your finger as the puppet! Draw a face on your finger with felt-tip pens and color the tip of your finger to match the hat. This can be varied to be a cowgirl or cowboy hat as well.

Find us at <http://www.dpi.state.wi.us/ccic>

Ordering Information:

Our service is free; return postage on borrowed items is your only expense.

- ♥ **Choose** the items you wish to order before you phone.
- ♥ **Phone** 1-800-362-7353, or (608) 224-5388, to place your order.
- ♥ **Identify** the newsletter issue number and the number(s) beside the item(s) to order or borrow.

The loan period on videos and audiocassettes is one week. The loan period for books is two weeks. Articles, brochures and factsheets do not need to be returned. You may order as many items as you wish. Items-to-borrow are sent out a few at a time, depending on when they become available and whether you still have items checked out. Things featured in the most recent newsletter are popular. Let us know if you will accept a substitution or have urgent need of information on this topic immediately. If you have dates by which you need to have material, we will try to help you out. Once again, we remind you that a delay in returning your materials means someone else must wait; lost and unreturned items mean other providers will not have access to those excellent materials.

- ♥ **Give** your name, center name, address, and phone number.
 - ♥ **Save** your newsletters! You may need to order materials in the future.
 - ♥ **Circulate** this newsletter to all staff! Give everyone a chance to read it and order materials useful to them. Feel free to duplicate the newsletter if more copies are needed for your staff.
-

Newsletter



Non-Profit Organization U.S. Postage Paid Madison, WI Permit No. 920
--

Wisconsin ♥ Child ♥ Care ♥ Information ♥ Center
2109 S Stoughton Rd ♥ Madison, WI 53716
Phone: 1-800-362-7353 or (608) 224-5388 • Fax (608) 224-6178
Email: ccic@dpi.state.wi.us
Internet: <http://www.dpi.state.wi.us/ccic>